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ABSTRACT

The first of a series, this publication consists of two symposium presentations. The first paper, "Annual Fund: Cornerstone of Development," by Robert L. Stuhr, defines the annual fund concept in the context of institutional development and provides five requisites for a successful annual fund: it must (1) be part of an ongoing development program, (2) have specific stated purposes, (3) enhance the educational program, (4) be assigned to a definite time period, and (5) be supported by a case statement. Next, the steps that lead to a successful annual fund are discussed: research and identification, evaluation, cultivation, involvement, asking for the investment, acknowledgement, and recognition. The second paper, "Estate Planning: A New Resource," by Jerry A. Jarc, sugests methods for securing charitable bequests from regular donors by encouraging them, for their own advantage and for that of the school, to include provisions in their wills for deferred gifts. A step-by-step approach is offered for developing estate planning as a potential long-term resource for school support. (TE)

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EA 017 356

Annual Fund

by Dr. Robert L. Stuhr

Estate Planning

by Jerry A. Jarc

National Catholic
Educational
Association
Office of Development

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About the Authors

Robert L. Stuhr has been in the field of public relations and development for 35 years.

He worked for the *Register* and *Tribune*, Des Moines, Iowa, in the promotion department and taught English at Dowling High School in Des Moines. He served five years in the infantry during World War II including three years as liaison with Chinese troops in Mainland China.

In 1946-47 he served as Public Information Specialist in Washington, D.C., with the Retraining and Reemployment Administration. In June, 1947 he was appointed Executive Director, Drake University National Alumni Association. In 1950 he was named Director of Development and coordinated all activities in the areas of alumni, public relations, development and student recruitment at Drake until 1959 when he joined the firm in Chicago now known as Gonser Gerber Tinker Stuhr. As a partner with this firm, Dr. Stuhr serves as development consultant to colleges, universities, preparatory schools, hospitals, and other philanthropic organizations.

Dr. Stuhr has received the Distinguished Alumni Award from Drake University. He is a member of the Council for the Advancement and Support of Education, an Accredited Member of the Public Relations Society of America, a member of the International Public Relations Association.

He is Executive Director of The Economic Club of Chicago, an organization for business and professional leaders of the Greater Chicago area.

He holds a B.A. degree from Drake University in Journalism, an M.A. from the University of Iowa in English, and a Ph.D. in Mass Communications from Northwestern University.

He is married and has two children, both of whom are faculty members in a college and university.

Jerry A. Jarc is currently Director of Development for the Diocesan Education Office of the Diocese of Cleveland. He assists the 26 secondary schools in the establishment of effective development programs; he is also available to the 167 elementary schools of the Diocese.

He was previously Director of Development for St. Ignatius High School in Cleveland and Foundation Officer for the Department of Education of the Archdiocese of Omaha. He was also Director of Finance for the Diocese of Erie, Pa.

He has written for *Fund Raising Management Magazine, Today's Catholic Teacher,* made presentations for the National Catholic Educational Association and the National Stewardship Conference. He has also made presentations and workshops for dioceses and religious orders and directs his own Financial Development Institute for Ursuline College in Cleveland.

Foreword

At the 81st Annual Convention, Religious Education Congress and Exposition held in Boston, MA on April 23-26, 1984, the Office of Development/NCEA offered its first symposium on development. Six major topic areas were addressed as well as twenty-four break-out sessions. NCEA members' need for assistance in the establishment of development programs at the local and diocesan levels has been established. The National Catholic Educational Association is meeting that need.

This publication is the first of a proposed "how to" series which will give practical helps in various areas of development. The two topics selected for publication were given as presentations at the Boston convention. This series of books will offer concrete and practical suggestions for various parts of a total development effort. If the directions are followed, Catholic institutions will have successful development programs in the near future.

I am grateful to Dr. Robert L. Stuhr and Mr. Jerry A. Jarc for agreeing to share this material in written form. They and other development officers from throughout the United States have given generously of their time and talent, so that a large number of NCEA members may share their insights and enthusiasm for the continued mission of American Catholic education.

Readers of this book are encouraged to send comments as well as suggestions for additional development topics of other "how to" books to the Development Office/NCEA.

Rev. Robert J. Yeager
Vice President/Development
May 1, 1984

Annual Fund: Cornerstone of Development

Dr. Robert L. Stuhr

Most schools today realize the importance of a strong, well-organized Annual Fund. Not only is the Annual Fund an excellent source of support for current operations (the most recent *Voluntary Support of Education Report* shows that 56 percent of support received by colleges and universities, and 33 percent of the funds received by private elementary and secondary schools were for current operations), but it provides excellent contact with a school's publics. The Annual Fund offers the opportunity for continuing contact with the donor, continuing cultivation. It helps to build the habit of regular giving.

To the donor, the Annual Fund represents an opportunity to show support of the school, a chance to "vote" or withhold a show of confidence in the institution. The gratitude, recognition, and thanks provided by the school are sources of pleasure to the donor.

Not too long ago, the Annual Fund was scorned as a vehicle for small gifts. It was thought of as something done "between campaigns." It was thought that only small gifts were given to an Annual Fund. Most institutions today have an Annual Fund which they maintain and increase year after year, continuing it at an accelerated pace even during an intensive capital fund program.

Our firm has advocated the Annual Fund since our founding three and a half decades ago. We believe the Annual Fund still offers tremendous potential for increased support.

Definitions At this point we need to consider three definitions. First, the definition of development. Second, the definition of a development program. And third, the definition of an Annual Fund.

Development

The overall concept of development holds that the highest destiny of an institution can be realized only by a total effort on the part of the institution to analyze its educational or programmatic philosophy and activities, to crystalize its objectives, project them into the future, and take the necessary steps to realize them.

Development Program

A development program is a concerted effort to provide new resources for an institution through:

a. Building understanding and acceptance for the institution.

b. Providing the kind and quality of students that the institution wants and can best serve.

c. Obtaining financial support for current operations, special projects and capital growth.

Four Parts to a Program for Financial Support:

- Annual Giving
- Continuing Efforts to Fund Projects
- Major Capital Objectives
- Deferred Giving/Estate Planning Program.

Requirements for Development Program—An institution has a successful development program when it:

a. Carefully defines its mission.

b. Establishes a specific program for the accomplishment of this mission.

c. Identifies, informs and rouses to action in its interest all those who can make a significant contribution to the fulfillment of the institution's mission.

Annual Fund

An Annual Fund is simply a program which consistently (every year) solicits gifts from all of its various publics or constituencies.

The Annual Fund is more than just a fund campaign. It is a coordinated, concentrated effort on the part of a school to plan one major, professional effort which can produce better results than many small campaigns. It involves good organization, a case statement, goals, prospects, volunteers, a timetable, a use of many ways of communicating with donors, solicitation, accurate records, recognition, evaluation and planning for the next year's Annual Fund.

Requisites

There are five requisites for a successful Annual Fund:

Part Of Ongoing Development Program

The Annual Program goes on at the same time as the efforts to obtain funds through capital efforts or estate planning. Never discontinue an Annual Fund, even during a major capital campaign. Don't skip a year. Work at it consistently. Give it a chance to grow. Remember that an Annual Fund—

- Enables your institution to broaden its base of support. One of the goals of an Annual Fund is increased participation from *all* your publics. You leave no one out.
- Is a major source of obtaining funds for unrestricted current operations. This is money which enables you to pay your bills, operate in the black. Many capital funds are restricted. Annual Funds are normally unrestricted as to use.
- Encourages your donors to give each year—to get in the habit of support.

Specific Stated Purposes

Set specific, measurable goals. Construct a strong case. Demonstrate its importance. Show what past support has accomplished.

Enhancement Of The Educational Program

Unrestricted current operations are mainly needed but don't use the term "unrestricted current operations." It has no romance or appeal. Talk about maintaining and enhancing excellence, of providing financial aid and scholarships, of improving the plant, of maintaining and enhancing great teaching and quality programs. But show specifically what success of the Fund will mean.

Assignment To A Definite Time Period

Make donors—and your own staff—acutely aware of the Fund's time period. Does it last through the calendar year? Or your school's fiscal year? Publicize the Fund's date, deadlines, goals in terms of dollars and donors. Report on progress from time to time.

Requires A Case Statement

What is the case for support of your school? For success in the Annual Fund? A case statement is not only your selling pitch (telling your publics who you are, what you are trying to do, and how), but also a document which lays out your plan and its methods and helps to obtain internal consensus on the part of administrators, trustees, staff and other volunteers.

Steps To A Successful Annual Fund

Have A Written Plan

Oral agreements are not enough. Put it all down in writing—the purpose of the Fund, the publics you will cultivate and solicit, the ways you will do this, the schedule of mailings, of phon-a-thons, of meetings, of goals in terms of numbers of donors and dollars, the forms of acknowledgement and recognition. Give yourself plenty of time. An Annual Fund which begins in September should be planned the preceding Spring. Summer is the time to plan an Annual Fund which begins with the calendar year.

Circulate Your Plan

Like the case statement, your plan for the Annual Fund can help you obtain consensus internally—with other administrators, faculty, trustees, volunteer leaders. During the formation of the plan, show tentative drafts and ask for suggestions from your volunteer leadership. The communication of the planning process is often more important than the plan itself.

Organization

You need a volunteer chairman for the Annual Fund—someone who has influence, knowledge of your school, the confidence of the community, who has the ability to attract others onto the team of the Annual Fund. This leader should be someone from your own publics—an alumnus, a parent, a Board member. For each public you will solicit—again, such publics as alumni, parents, past parents, neighbors, the busi-

ness community, and other friends—select a chairman. Build an organization chart. Show the public, the volunteer head, the staff person assigned to work with that public, the goal in terms of dollars and donors.

Build And Expand A Volunteer Team

We've said it before; we'll say it again: "Staff members can roar from a housetop and be overlooked; volunteers can whisper and the reverberation is powerful." Never underestimate the power of your volunteers. You should have volunteers from every public you solicit. For an elementary or secondary school, parents are perhaps the most important source of volunteer leaders and also support. Past parents, grandparents, alumni, faculty and staff, former faculty and staff, neighbors, business leaders, church leaders; all are sources for volunteers and for support.

Provide Training For Your Volunteers

Volunteers are busy people with many demands of their time. They look to the staff for guidance, materials, reminders, support and leadership. Give them a job they can do with proper training, and then provide the training. Communicate the fact that the Annual Fund is more than fund-raising—it is a program to ensure the viability of your school, to help it realize its full potential, to maintain and enhance the excellence of its programs. Choose carefully—and get the advice of others—prospects for your workers. Important money is raised by having important people call on important people for important purposes.

Be Sure The Leadership In The Annual Fund Has Status In Your Overall Development Program

Fund leadership should be part of the main development team, with status on your Board. Otherwise, the Annual Fund will belong only to the development director.

Study Your Various Constituencies Or Publics

Gauge your appeal to each public's interests, expectations, and convenience. Segment your main publics such as alumni into older, younger, current donors, non-donors, departments, fields of study, etc. Study the best way of communicating with each segment and the kind of appeal and timing, which would arouse the interest and gain the greatest response from that segment of your public.

Use Multiple Means Of Communication

There are many ways to communicate with your prospective donors:

a. *Direct Mail* is the most common. Concise letters and folders showing the purposes of the Fund, what it can accomplish, how it will enhance the school, are necessary. Letters should be signed by persons with leadership roles in your Fund and in your school's volunteer team or administration. Letters should be personalized as much as possible. When possible, use the proper salutation, have the writer sign personally, add a personal note. Folders, brochures may be included with a cover note. They offer variety. Vary the appearances of your mailings. Don't always use the same envelope or letterhead. There are traditional mailings which work. For example, the LYBNT mailing sent to those who give "last year but not this" is effective if it is sent just a few weeks before the Fund's close and, especially, if it is personalized.

b. *Develop a Phon-a-thon.* They are growing more common. And they work. You can do it, too. Use alumni or students or parents, or even faculty and staff as callers. Make calls brief, friendly, to the point. Often, you can find places in your community where there are up to 6 to 12 phones you can use without charge.

c. For alumni, *solicitation by class* is important. Appoint a chairman for the Fund from each class. Ask the chairman to write or call each member of the class. Phone solicitation is important with parents, too.

d. Build programs of *special giving* by anniversary classes (such as the 10th, 25th, 40th and 50th year classes.)

e. Of all forms of solicitation, *personal solicitation* is the most effective. Asking key persons to call on other important prospects is necessary. Don't overload them with assignments. If you can assemble a team of dedicated volunteers who will call on five or so prospects each, this will provide an important nucleus for your Fund.

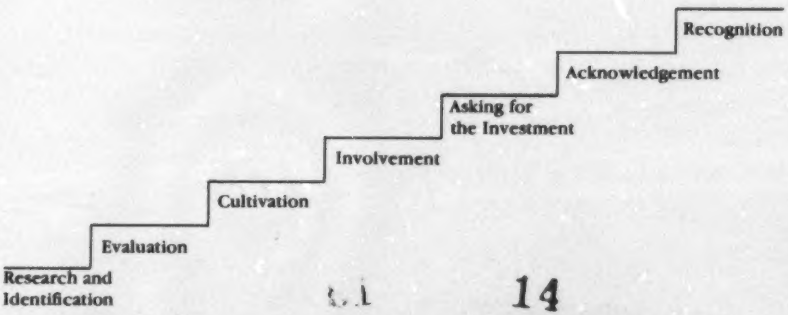
Major Gifts

This brings us to the subject of major gifts. We know that in successful capital campaigns, about 85 to 90 percent of the money comes from 5 to 10 percent of the donors. This ratio

does not hold for Annual Funds where the emphasis is on broadening the base for support. However, major gifts are important to Annual Funds. Obtaining major gifts requires a planned strategy. Major gifts don't just happen—someone makes them happen. The sequence of steps for being successful in obtaining major gifts begins with—

- *Effective research* by the staff among the organization's key constituents to identify individuals, foundations and corporations capable of making a substantial commitment to the organization's programs; then
- *Cultivation* of the prospect to bring him or her into a closer relationship with the institution and its programs; then
- *Involvement* of the prospect in the activities of the institution, through participation on a committee or as a member of the Board of Associates or Trustees; then
- *Ask for the gift!* Some gifts are never received simply because the "ask" never occurs. When the time is right, the most influential person (staff, volunteer, president) must make a presentation and ask for a specific gift; then
- *Extend proper acknowledgement* for the gift. Be prompt, be thorough, be appropriate; and finally,
- *Provide recognition to the donor.* Make sure you know that recognition is to the donor's liking. Not all donors want a public fanfare over a major gift, yet nearly everyone desires some degree of recognition.

Each step prepares the way for the next step if it is successful. If it is not successful, different ways of reaching the next step must be found. Continuous activity is important. And when the top step is reached, it is usually time to repeat the process.



Challenge Gift

A challenge gift is a powerful stimulus to activating volunteers and staff and attracting donors. Obtain a gift from a foundation, corporation, or person (or several persons) conditional to your meeting a challenge in the form of an increased goal of dollars or donors. The challenge could be that the donor would match dollar for dollar what you raise up to a prescribed limit. Or, it could be in terms of the number of donors who give; or in terms of the amount of "new money" you raise. A challenge gift of an impressive amount will have great impact on your Annual Fund and get people to work and give. But, make the challenge the real thing, with conditions that make you stretch—not just a gift you'll get anyway, whether or not you fulfill the challenge.

Donor Recognition Clubs Or Annual Giving Clubs

Every gift to your Annual Fund is important. Every gift should be acknowledged so that the donor will know it helped reach the goal. Often, small gifts represent as much or more dedication and interest on the part of the donor than major gifts. However, to reach your goals you will need some large gifts, made by people who place your school high on their priority of "causes." Thus, Donor Recognition Clubs for those making annual gifts of certain amounts help stimulate giving and keep the donor tied to your institution. "Clubs" may be set for those who give $10,000 a year, or $1,000, or $500, or $100. Fringe benefits for members of the various Clubs will differ, but may include invitations to a dinner, luncheon, concert, lecture, or other special occasions. Often membership cards and mementos or plaques are given. Donors are proud of this recognition and take it seriously. Development officers should also.

Annual Honor Roll Of Donors

One of the best forms of recognition is the annual honor roll of donors, showing gifts (not in amount) in name by public such as alumni, parents, friends, etc. Donors appreciate this. But spell their names correctly or you'll hear from them.

And, don't forget the Preliminary Honor Roll or Galley Proof, mailed some weeks before the Fund's end as a means of motivating the donor to send in his gift to meet the deadline for listing in the Annual Report.

Add Specialized Support Groups To The Annual Fund

Donors will make additional gifts—separate from their gifts to the Annual Fund—each year to special interest groups such as Athletic Booster Clubs, Friends of the Library, Fine Arts projects, and special departmental funds.

Establish A Budget For The Annual Fund

Remember, it takes money to raise money. Cost of the Annual Fund should be included in the development budget. Estimate the kinds of promotional pieces, types of paper, letterheads, postage, mailing costs, travel, phone, and in-office duplicating. Percentage of costs should drop as the Fund grows.

Records

Records are a "must" in acknowledging gifts and providing recognition. Records also provide the basis for future Annual Funds. The most likely prospects for gifts are past donors.

A basic giving record for every gift is a place to begin—whether the donor is an individual, a foundation, firm, or business. Start out by listing for each gift:

Name of Donor
Address, Phone Number
Amount of Gift; date
Purpose of Gift
Key Contact Person (in case of foundation or firm)
Pledge or fully paid; date
Worker who helped get the gift
Donor type—alumnus, parent, firm, etc.
Special interest of donor
What follow-through must take place

Use The Files In Cultivating And Soliciting

Keep records and files on each donor and *use them.* Many schools work on donors without consulting the files to find out past history with the prospect. The files should provide the basis for future contacts with donors.

Reports

It is important in an Annual Fund to report at least monthly (or semi-monthly) to your chairman and committee members. The Report on Sources of Gifts should include information on:

a. Giving by publics (such as alumni, parents, firms, individuals, etc.) Use amounts and numbers of donors (not number of gifts.)

b. Compare to:
   - Cumulative giving so far this Fund year
   - Cumulative giving last year at this time
   - Goal for current Fund year.

The report on Use or Purposes of Gift should compare the amounts of giving for each public with giving last year at this time and the goal for the current fund year and show the following totals:

- Current Operations—Unrestricted and Restricted
- Capital Gifts—Unrestricted and Restricted
- Bequests and Deferred Gifts.

Research

Since a main purpose of the Annual Fund is to broaden the base of support for your school and also to identify from the giving each year a select group of interested friends who can make major gifts, the process of identifying prospects must be continuous.

You can't buy lists with any certainty of returns. Also, you can't afford to spend time researching the five dollar donor. Thus, you should avail yourself of printed lists of major donors which are surprisingly readily available and often with no cost.

In your own community, look at directories of clubs, community prestige group memberships, contributor lists to major hospitals, colleges, symphony orchestras, art groups, museums, bank trustees, major shareowners of local corporations. Zip Code Directories can indicate concentration of wealth. *Forbes, Fortune* and magazines of every major community regularly have lists of the wealthiest individuals. Also, and this is all-important—ask leaders to be on your boards and committees. Business leaders can steer you to their wealthy peers. Alumni and parents know prospects in their communities. Ask. Inquire. Research.

Speedy Acknowledgement, Accurate, Fast Recording Of Gifts Are Musts

Donors expect to be acknowledged and thanked. The sooner you do this and the more accurate you are as to the amount, pledge, cash payment, and purpose of the gift, the

more you will convince the donor of your appreciation. The business efficiency of your institution is also noted.

Publicity

Let the world know of your success. In an Annual Fund it is important to publicize at the end of the Fund year any successes in—increase of donors, doliar amount, etc. Donors will not stop giving because they think you have too much money. They'll want to get on the bandwagon of success. Give full credit to your committees of volunteers and their chairmen. Consider stories of major gifts in your own publications as well as the local press. Bequests should always be publicized whether or not you list the amount even if it is small.

A Positive Attitude

Nothing is more important in the success of the Annual Fund than a positive attitude of belief in the institution's program and belief in the importance of the Annual Fund in helping the school reach its educational goals.

The Annual Fund is a training ground for—

- the donor who, through the Fund, is encouraged to give regularly.
- the school staff who through their gratitude and acknowledgement win the prospect over into the set of loyal friends.
- the administrators who because of the Fund get to know their donors better and can soon approach some of them for major gifts in projects in which they are most interested.

Remember . . .

The Annual Fund is more than just a conduit for money. It is the best means available of taking the temperature of your donors, of inculcating a habit of giving regularly, of cultivating friends, of expanding your support, and moving the donor to a major gift.

Estate Planning: A New Resource

Jerry A. Jarc

Last year donors gave over $5 Billion to charities through bequests and other deferred gift forms. I assume that a certain percentage of those donors were Catholics, born, raised and educated through our parish grade schools, high schools and colleges. Indeed, we probably spent more time with them during their lifetime than the institution that received their charitable gift.

What causes donors to give to St. Joseph Hospital, the University of Notre Dame, the missions etc., and not their parish, parish school or secondary school? I can only believe the answer lies within the phrase: *because you never asked them for such a gift.*

It would be hard to poll parishes and schools across the country to get a real analysis of promotional programs underway to secure charitable gifts, but my guess would be that such programs are not given much time or resources.

Yet Another Program

Pasters and school administrators have to view an Estate Planning Program as yet another program to deal with. They see this program in the same light as they see programs such as grant writing, corporate solicitation, and fund-raising events. This program calls for a certain amount of direction, commitment and involvement on the part of the parish-school leader if it is to represent a new resource for the development and maintenance of Catholic education in the years to follow.

However, in this case, a program offering long-range financial stability, need not be completely organized and administered by the pastor or school administrator. This is one program that is better handled by professionals who deal in Estate Planning on a daily basis.

What Is Estate Planning?

Financial institutions all across the country have been encouraging more sophisticated estate planning for young couples, senior citizens, and widows in an attempt to have them put together a financial plan that will take care of their financial needs for retirement, disability of long-term illness, college education of children, care of survivors and other needs. They have packaged plans that can be suited to the current resources of individuals all in an attempt to have them make wise investments in their future. Because of the tax implications and the need for up-to date legal and financial knowledge, this is best done by professionals. Thus it is not necessary or advisable for the pastor or school administrator to put themselves in the position of needing to know all about Estate Planning before getting into its promotion. Table A gives you an idea of what must be considered in an individual estate plan.

TABLE A Components of an Individual Estate Plan

1. Major Medical/Emergency Coverage
2. Disability Insurance
3. Life Insurance
4. Retirement program/provisions
5. Charitable giving provisions

Within the context of a good estate plan, provision is made for bequests, (charitable gifts through a will) to relatives, survivors, and charities supported by the individual during his lifetime. Donors are encouraged to provide for the loss of their gift income to an institution through a charitable bequest which provides for an annual income to replace what

they are now giving. Where will Father Smith find another Mr. Jones, who gives $4-5,000 a year in the offertory, as well as other special gifts during the year? Has Father Smith ever talked with Mr. Jones about a plan to keep that income coming to the parish? An alumnus of a high school who gives generously? Who will replace him at death?

There are a number of other advantages to Estate Planning for your prishes and schools:

1. Donors generally make larger gifts to a future fund than to current support programs.
2. Current funds of deferred gifts are yours. Donors stay with you during their lifetime if they have made a deferred gift.
3. Economic stability for your institution.
4. More giving options to donors.
5. Upgrade the amount of donors and contributions with deferred gifts.
6. Your institution looks more professional/sophisticated and thus deserving of more serious gifts.

Remember too there are many advantages to the donor or prospective donor as well. Those who can't afford big gifts now, may still give them, but as deferred gifts. Their financial security remains intact because the gift is made operable only at death. Substantial tax savings dollars especially if long-term capital gains securities/properties are used enhances the value of their estate. Estate gifts are usually memorial gifts which insures the name of the donor or family living on beyond death.

TABLE B Advantages to Donor in Estate Planning
(Needs of the Donor)

1. **Larger gifts possible if deferred.**
   (Prestige. Renown.)
2. **Financial security, gift effective at death.**
   (Peace of mind. Confidence.)
3. **Estate tax dollars saved, resulting in larger estate.**
   (Wisdon. Shrewdness.)
4. **Memorial gift opportunity to honor name and family.**
   (Honor. Recognition. Praise.)

Key Ingredients

As much as all institutions can and should do something to promote bequests and other charitable gifts, not all institutions have the right *climate* to attract serious donors in this area.

What is meant by that?

1. Are you thankful for and to your current donors?
2. Do you use your current resources wisely and are you now being perceived as a good steward of resources?
3. Do you project an image of stability; does it appear that you have direction, a plan, know where you are going?
4. Do you have a profile on your current donor base and some understanding of their needs and how you might satisfy them?
5. Do you provide them with attractive investment options and encourage gift giving? Sometimes we don't—for fear of talking money.
6. Do you share your dreams for the parish/school with your donors and ask them to be part of those dreams?

One would assume perhaps that the ingredients were more profound than that. In all honesty, they are just that basic. The *climate* for gift giving must be present; an *appreciation* of generosity must be present; specific *opportunities* must be offered, intended to meet the needs of the individual donor—not the needs of the parish or school—and the commitment will follow. This is good parish-school development and works every time.

Step-By-Step Approach

Let's assume for the moment that the givens above are pretty much in place or that steps are being taken to either improve conditions or enhance them. You might now be ready to consider an Estate-Planning program. What should you do first? There are *Seven* basic *Steps*:

1. Read Estate Planning materials for your own understanding.
2. Begin asking people to make out their wills.
3. Offer planned giving seminars and will clinics.
4. Send out periodic mailings on Estate Planning.
5. Establish a Planned Giving Committee.
6. Begin a program of personal contacts.
7. Be patient: repeat the cycle, repeat what works.

Now let's very briefly take a look at these *Steps* one at a time and see what is entailed.

1. Read available materials

We all receive promotional materials from our local colleges, hospitals, mission groups and other national societies; our local banks and insurance people have promotional materials. Collect them and read them to get an understanding of the basic terminology and concepts. Look at some of the options and possibilities. Get to know and talk with a trust officer of a bank, an attorney that deals in estates; learn from them. They will be valuable resources for you later on in your program. Read Brosterman's *The Complete Estate Planning Guide**—written in plain, simple, language. Remember, this exercise is not to make you an expert in the field. Don't attempt to learn everything there is to know about it: it changes constantly.

2. Begin asking people to make out their wills

People cannot leave money in their will to anyone without a legal, up-to-date *will*. Your first phase of the program has to be to encourage will making. You can do this through little motivational phrases in your parish bulletins, alumni newsletters; through editorials or homilies from time to time. The more you encourage good stewardship in the context of adult education, the more likely you will be remembered when the actual will is written.

3. Offer Planned Giving Seminars / Will Clinics

People appreciate good advice and good *free* advice. Have professionals from your own parish or school put together either a series of quarterly seminars on estate planning, investments, setting up trusts, looking to retirement, etc. This should be coupled with some general advice and encouragement about making sure your will is in order, to preserve the resources you plan so hard to protect. PTA meetings, Sunday afternoons or alumni meetings are good times to bring in guest speakers on this topic—without any real pressure on your part to attempt to persuade your audience. Your local bank will offer to do these clinics for you if you have no

*Brosterman, Robert. *The Complete Estate Planning Guide*. Rev. ed. 1981, pap. 3.95. New American Library, 1633 Broadway, New York, NY 10019.

one available. If the program has been helpful to them, given as a service to them, people will remember you when their estate plans are being made.

4. Send out periodic mailings

A good variety of brochures and flyers are available to be mailed on a cycle basis to all your potential prospects, families to the parish, all alumni. They can be purchased cheaply, mailed out bulk rate, with a cover letter from the pastor/school administrator. They are usually read and the advice appreciated. This can be done once a year in connection with a will clinic and/or homily or as part of a quarterly program. Here I would recommend the materials from Robert F. Sharpe and Company, Memphis, TN. They would be happy to send materials and offer suggestions in designing your program. Table C illustrates a sample mailing.

TABLE C Suggested Direct Mail Package (Quarterly Mailing)

- Mailing to entire parish listing/alumni listing
- Use of brochure. Imprinting logo extra.
- Cover letter highlighting brochure subject

BROCHURES*

THE STATE HAS MADE YOUR WILL

WHEN SHOULD A WOMEN WRITE HER WILL

11 THINGS TO REMEMBER IF YOU PLAN TO REMEMBER US IN YOUR WILL

YOU NEVER NEED TO CHANGE YOUR WILL UNLESS . . .

4000 mailing pieces each quarter

$115 per thousand (16,000)

$1,840 plus postage

Prices subject to change

*Brochures are from Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis, TN 38157

5. Establish a Planned Giving Committee

This program, like many others at the parish needs attention and a commitment of time and money. With this formation of a Committee, comprised of real expertise, the program will not only work, but will flourish in terms of its

return. These men and women have one task at hand and that is to help design/tailor a Planned Giving program for you and see that it produces results. Include a bank trust officer, investment counselor, attorney, insurance agent and one of your major donors on the Committee; meet and design a program and a process for following through.

6. Begin a program of personal contacts

Most likely candidates for a bequest are current donors, the people who attended your will clinics and seminars, those

TABLE D Some Gift Options

Cash

- A Bequest equal to that of an heir.
- A Specific Amount: $1-5,000, etc.
- An Amount equal to present giving level.

Stocks/Bonds

- Designate long-term securities to avoid capital gains tax to estate.

Savings Account Trust

- Whatever remains in designated savings account is the charitable gift to the institution.

Collectables

- Specific bequest of stamp, coin, art, antique collections.

Real Estate

- Sign over residence with life tenancy clause
- Summer home, condominium
- Farm land, investment property, buildings

Life Insurance

- Assign current policies to parish/school as owner and beneficiary.
- Establish new policy with parish/school as owner and beneficiary.

Retirement Plans

- Parish-school beneficiary to remainder payments, contingent beneficiary.

Trusts

- Pays income for life of donor with remainder going as charitable gift; one/two annuities.

No-Interest Loans

- Death clause which makes loan a gift; callable 30-60-90 days, payable at death or cancelled.

who responded to your mailings and ask for more information. These people should be visited personally by the pastor/school administrator and/or a member of the Committee; they should be shown your plan for the future and some suggested ways they might consider investment in that future.

Table D suggests some ways donors might make deferred or Estate Planned gifts. The list gives your donors an opportunity to look at alternate ways of giving tailored to their particular circumstances and resources.

The donor should be given a chance to react, touch base with their legal counsel or be referred to someone in the parish who might assist them. From this point on, that person should be given a lot of personal attention: good information on the school and parish, personal letters from time to time, and should be considered a very special guest at all programs and activities of the institution. This personal treatment will assure the charitable gift.

7. ***Be patient: repeat the cycle, repeat what works.***

Case Statement For Support

One assumption that has been made all along in this article is a clear, concise, and convincing statement, illustrating your needs for charitable gifts. The case statement tells how donor's generosity can make a significant impact in meeting these needs. How that generosity can fulfill their need to be recognized as making a mark in the life of their community.

The Case Statement should establish or reaffirm your institution's *positive* position in the community. It should highlight what the parish/school is doing to benefit others. An institution with plans and dreams for its future should be projected. Specific investment opportunities in which prospective donors take an interest and direct their generosity should be illustrated. These opportunities can be packaged in a variety of ways to have more appeal to donors. Table E illustrates a few.

People need to know their gift will be important, solve a practical need and that they themselves will be remembered. The *Case* for support should make that possible.

TABLE E Gift Opportunities—St. Pius Parish

1. Endowment Program
   - Gifts will be held perpetually, only the interest earned each year will be used. The gift will continue to serve the parish beyond the donor's lifetime.
2. Memorial Family Scholarships
   - Gifts of $10,000 or more will assure financial assistance each year to X secondary school students and/or X elementary students.
   - Plaque, memorial booklet, annual mass, will honor your name and family for the life of the parish.
3. Church Renovation and Development Fund
   - Income used annually for some specific renovation project.
4. Parish School of Religion
   - Preserve religious education
   - Endow program; endow lending library; media budget, materials.
5. Youth Ministry Program
6. Social Concerns Program

Start Anywhere

Although this outline is a logical step-by-step process, where one starts depends on the expertise available, the time and financial resources available to such a program. You can all start with little motivational statements in your publications. I suggest one a month in the parish bulletin, one each issue of the alumni paper. You can all do a mailing once a year by purchasing brochures and literature already prepared. You can all devote a Sunday a year homily to the need and moral duty of will making and estate planning. And you can all ask people to leave money in their wills.

Be Personal—Be Grateful

This program like any other development program and activity will be successful in direct proportion to how personally you treat people. In the final analysis, we must touch them and their need to give, to be recognized, to be honored, to be remembered. This needs a personal approach, whether the ultimate gift from this person is $1,000 or a million dollars. We can never thank people enough for their sacrifices, their generosity. Their gifts are important—for what they enable your parish or school to do for others. This gratefulness on your part only inspires greater sacrifices and commitment. Thank them and thank them again.

Conclusion

Estate Planning and will making is important for every adult: to preserve hard-earned estate dollars, to provide for our future, to provide for our heirs.

Those of us who have given these adults education and social service, who have strengthened their faith and moral character—share in a very unique way in the lives of these individuals. We can and should be as important as one of their heirs and consequently share in the distribution of their earthly treasures as a member of their family.

Our task has a spiritual dimension to it, an adult education dimension to it also. Their life can live on in testimony to others through their gift of self, their time and treasures.

We need to show them the importance of what they can do for others: How their lives can inspire, teach, and sanctify others.

The author presents this material as accurate, but of a general nature only. Legal, banking or investment advice is not intended. Administrators should seek local counsel when designing Estate Planning programs or when talking with prospective donors.